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INTER-CULTURAL EDUCATION FOR NURSERY SCHOOL PARENTS

Submitted by

Elisabeth Rogers Norcross
(AB, Wheaton College, 1937)

In partial fulfillment of requirements for
the degree of Master of Education

1947

First Reader: Dr. John J. Mahoney, Professor of Education

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Education

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PART I

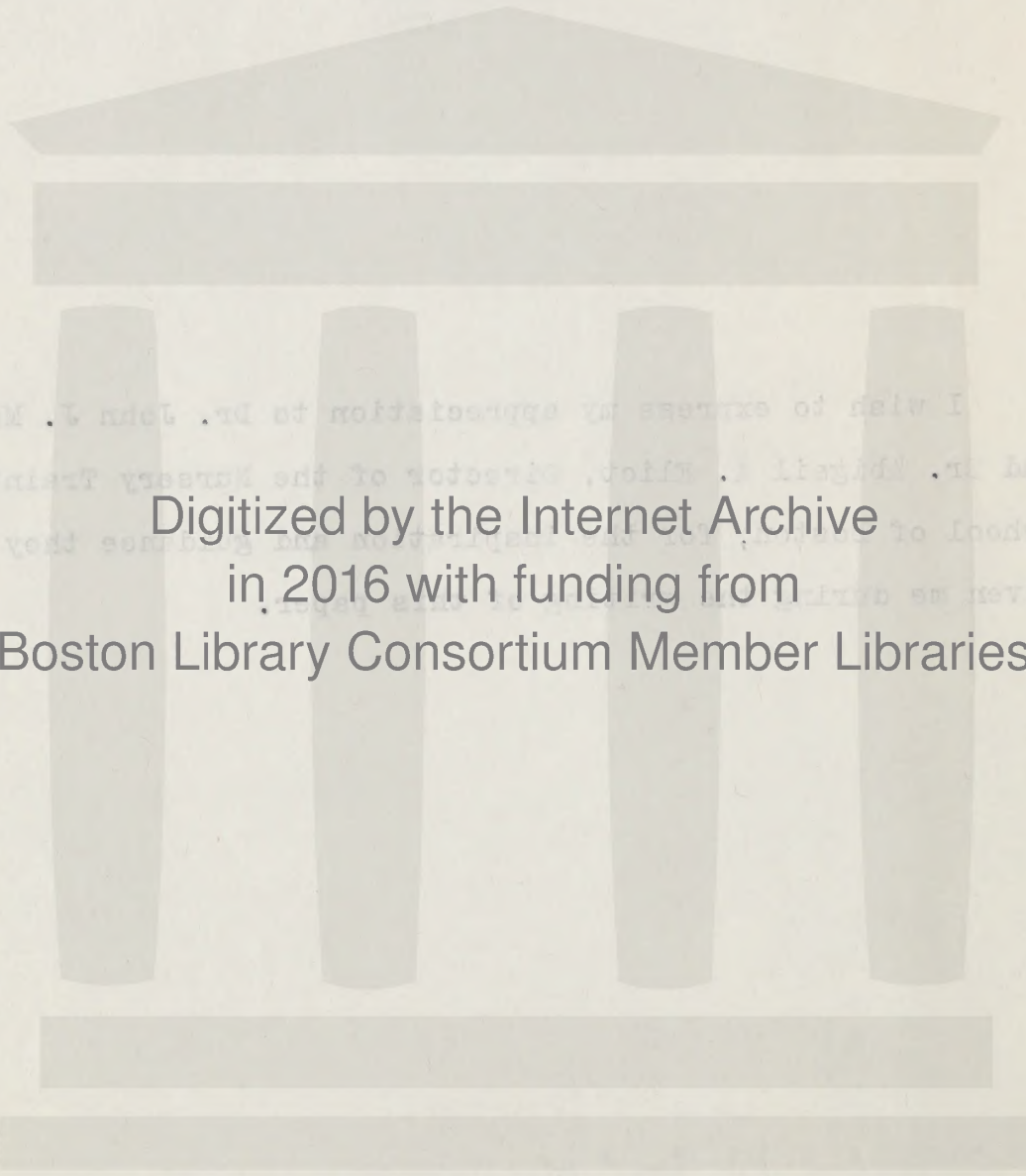
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CHAPTER I

THE PROBLEM

This is a course in Inter-Cultural Education to be given to parents of children in nursery schools. The subject has been limited to the study of the Jews and Negroes in an attempt to reach a better understanding and feeling of good-will among all people. In America today there is a great deal of prejudice even among the very small children. Children are not born with prejudices, they acquire them usually from their parents. Therefore the problem really lies with the parents, for the way to reach an undesirable situation is to attack the roots.

PART I

INTRODUCTORY CONSIDERATIONS

This course is designed to give a general idea of the present situation of the Jews and the Negroes in America and the contributions which they have made to American culture are all taken up in detail. Methods of inter-cultural education now being used in several schools are described. These of course are the ones which have been used during the last six months. Then suggestions are given as to what parents can do in their homes and their community towards making a more democratic way of life both for themselves and their children in working for the Jewish society, the Negro society and the general community.

CHAPTER I

THE PROBLEM

This is a course in Inter-Cultural Education to be given to parents of children in nursery schools. The subject has been limited to the study of the Jews and Negroes in an attempt to reach a better understanding and feeling of good-will among all people. In America today there is a great deal of prejudice even among the very small children. Children are not born with prejudices, they acquire them usually from their parents. Therefore the problem really lies with the parents, for the way to remedy an undesirable situation is to attack the roots.

This course discusses stereotypes, prejudice, scapegoating, and anti-semitic activities in America. The present situation of the Jews and the Negroes in America and the contributions each group has made to American culture are all taken up in detail. Methods of inter-cultural education now being used in several schools are described. Three of these schools the author visited during the last six months. Then, suggestions are made as to what parents can do in their homes and their community towards making a more democratic way of life both for themselves and their children. In working for the ideal society, a true social democracy.

In a social democracy the leaders are chosen on the grounds of their personal worth only, not because they are or are not of a certain race, religion, nationality, or economic class. The so-called "blue-bloods" would not be the leaders solely because their ancestors came over on the Mayflower. At one time these people were the leaders but now the people who have come to this country since have gradually become the leaders.

In such a society the basic principle would be that there should be equal rights for all with no discrimination because of race, creed, nationality, or economic class. The rights of others would be respected and there would not be any bigotry or high-hattedness. Children would be brought up to have a great deal of pride in their heritage instead of being ashamed of their backgrounds as so many are. Culture patterns would not be assimilated and lost in the so-called American culture. America is often called a melting pot, all the different "ingredients" are supposedly dumped into one big "pot" and are melted together into one common substance. Thus all the culture patterns are lost which is America's loss in the end. Each of these cultures could contribute something new and perhaps very vital to each other and make America not a "melting pot" but a blending together of the most valuable and worthwhile contributions of each individual culture with a common goal in mind, a true democracy.

A man in a social democracy is free from prejudices. He does not feel that his group is superior and that all others

are inferior. Nor does he generalize about a whole group because of his association with a few individuals of that group. Unfortunately this type of society does not exist except as an ideal. We have made some advances but there is a long way to go. Unless a more democratic philosophy is instilled in the minds and hearts of all nations so that the world can live in peace and understanding, mankind might easily be wiped out through atomic warfare.

To achieve this ideal a tremendous amount of education needs to be done. Since the next generation will be the electorate within a few years the schools have the challenge and also a responsibility to educate these children for life in a democracy. Along with this goes the moral responsibility of re-educating the parents because they are the ones who are the closest and have the greatest influence on their children especially during the younger years.

Many people believe that children of pre-school age just grow like "Topsy" and that all they need is physical care until they are of school age. At this time these same people feel that a child is just beginning to become an individual who is capable of learning. Recently more and more research is being carried on to prove that a child is an individual even in the pre-natal stage and that learning begins long before birth. Dr. Arnold Gesell, Director of the Clinic of Child Development at Yale University, says,

"The growth of the mind is profoundly and inseparably bound up with the growth of the nervous system. This growth begins remarkably early. Five months before the baby is born all of the nerve cells he will ever possess have already been formed and many of them are prepared to function in an orderly way. At this time the fetus makes movements of arms and legs so vigorous that the movements can be seen and felt through the mother's abdominal wall (quickenings); the eyelids can wink; the eyeballs can roll; the hands can clasp; the mouth can open and close; the throat can swallow; the chest makes rhythmic movements in preparation for the event of birth, when the breath of post-natal life will rush into the lungs. All child development is like that; it proceeds with reference to the future. When the time comes the child is normally ready for what we may expect at that time. And he is never ready until the nervous system is ready." 1.

In his book, The Embryology of Behavior, Dr. Gesell goes into further detail on this subject and offers actual pictures to prove his theories. Up to very recently most of the emphasis has been on the school-age child but with research done by Dr. Gesell and many others the importance of the first years of a child's life is being recognized. A young child's mental growth is measured by his behavior patterns because it has been found that certain mental processes must have taken place before he can perform a certain type of behavior. A whole new field for research is opening up and expanding in the study of child growth and development.

Since parents have the greatest influence during these early years it is of vital importance to try to lessen their prejudices through emotional and intellectual re-education while

1. Arnold Gesell and Frances Ilg, Infant and Child in the Culture of Today, p. 18. Harper Brothers, 1943.

their children are young. If we wait until their children are of school age it is usually too late because the seeds of prejudice would already have been sown. This is one way the Nursery school aids the community and society as a whole. It can reach the parents of very small children and expose them to a democratic philosophy. Children are "tuned in" to their parents from the very beginning. Almost every parent has had many startling experiences where his children have seemed to actually read his thoughts. It happens again and again and is something to which we should give more concern. If children are able to "catch" their parent's thoughts and feelings without any words being spoken, then it seems that the first and foremost problem in the lessening of prejudices is to help the parent overcome his prejudices or at least to tone them down. If a deeper and more mature understanding of the ideals of democracy can be instilled in their minds and become a vital part of their philosophy, their children will be more democratic individuals. They will grow up free from any pre-conceived idea of any other race, religion, or nationality. The home is the main focal point of a child's life and when democratic ideals are upheld and sincerely incorporated into his parent's way of life, he will not be so easily swayed by any "theories" that he might come in contact with outside the home. To attain these goals is the aim of this course.

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CHAPTER II

THE NEED

Americans have many "theories" as to how a true democracy should operate, but unfortunately they do not put these theories into practice. Minority groups are being treated with shameful discrimination. After the Civil War and the passing of the 13th, 14th, and 15th Amendments, the Negro was supposed to have at last gained his freedom. This has only been a "theory", both in the North as well as in the South. In the South there have been various methods used to prevent him from voting. He was disqualified because he could not pay a poll tax, because he did not own property, or because he did not meet certain educational requirements or "character" standards. The trial of Senator Bilbo will bring to light many examples of this type of practice. He claims that he has used only the same methods as other Southern politicians have used for years.

People have found ways to "get around" these Amendments, and they have been upheld by the courts. Part of the 14th Amendment reads,

"No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."

Frank Abbott Magruder comments on this Amendment. He says,

"Privileges and immunities have never been defined, but the courts have named many things which are and are not a denial of such privileges and immunities. For example, it is not a denial to prohibit marriage between whites and blacks; nor to provide separate schools for these races; nor to provide separate coaches for these races; nor to close business places during certain hours or on Sunday. It is a denial for a State to prohibit the employment of a particular nationality; or to pass an act excluding persons from jury service because of their color or race." 1

The last statement is at least encouraging, but if the courts uphold such discriminations as expressed in the first part of this comment, certainly the need for better inter-racial understanding and cooperation is undeniable. In the South, the Jim Crow laws are rigidly adhered to. These laws differ from state to state, and even city to city. The following examples are taken from different localities. Negroes must use separate railway coaches, separate entrances and exits in trains, separate boxes to step on when getting on and off trains, separate waiting rooms in the stations, and separate seats in the busses. They are not allowed in certain parks, playgrounds, libraries, hotels, restaurants, amusement places, or cemeteries. They are admitted to only a few hospitals and are placed in separate wards. Mixed marriages are prohibited in all Southern states and all but five of the states west of

1. Frank Abbott Magruder, American Government, Appendix, p.21, footnote 54, Allyn and Bacon, 1931.

the Mississippi. Negroes have separate schools, churches, cemeteries, prisons, and separate listings in the telephone books. A Negro is never called Mr., Mrs., or Miss and he must never contradict a white person. In some courts Negroes and whites take their oaths on separate Bibles.

The North is guilty of Jim Crowism, too, but to a lesser extent. In some places Negroes are segregated in schools. They are not allowed to go into certain parks, restaurants, hotels, amusement places, etc. in some cities. Many neighborhoods are "restricted" to them by "gentlemen's agreements" between real estate owners and home owners. Therefore they are forced to live in poor, crowded tenement sections. The cost of living is much higher in Harlem areas. Rents are higher and food prices are far above those in other areas. Naturally their health suffers under such conditions and the disease and death rates among Negroes are many times higher than those among white people.

Economically, the Negro is in dire straits. In large Northern cities, four out of ten live on less than \$1,000, and in the South, nine out of ten live on less than \$1,000. Most Negroes are farmers, but some are skilled workers. When these men applied for skilled work in defense plants, they were often turned down solely because of their color, or else they were given unskilled work to do. President Roosevelt's Executive Order in 1941 forbid discrimination in defense plants and

federal agencies. But laws do not affect prejudices and people have found ways to circumvent such decrees. The Fair Employment Practice Commission is constantly opening up new fields for Negroes. Under this law it is illegal to ask any questions as to a person's race, color, creed, national origin, or ancestry before employment. A person is hired on his personal qualifications and his ability to the work regardless of his race, etc.

In the field of education there is a tremendous need for more cooperation and fair play. The results of the Army intelligence tests show that the difference in scores was not due to racial inheritance as had been previously believed, but was due to the Negro's low income, lack of education and cultural background, etc. In Washington, D.C. and in seventeen other states, the Negroes have separate schools which are old and inefficiently run. The equipment is out of date and the teachers are poorly trained and underpaid. Southern colleges and state universities refuse to admit Negroes. In the North, some colleges like Harvard, Columbia, and Chicago admit them on an equal basis, but some other Northern colleges take only a few and these are not well treated. At the University of Vermont, according to Life magazine, a sorority pledged a Negro girl and the chapter was suspended by the National organization. The reason given for the suspension was that there were many southern chapters which objected strongly. It seems to always be too easy to blame somebody else for one's own short-comings. Recently the

match between the tennis teams of Dartmouth and William and Mary Colleges was called off because one member of the Dartmouth team is a Negro. The policy of William and Mary College is to play against only white opponents.

Scientists have proved that there is no difference between Negro and white blood, but during the war the Red Cross kept Negro blood separate and claimed that their basis for doing so was purely sentimental. They were denounced by many professional people, but continued doing so. It is easy to see where all the rumors came from about the effects of having a transfusion of Negro blood.

A short time ago, a friend of mine boarded a train at Hartford on her way to Boston. It was a Sunday night after a long week-end and the train was crowded. At the end of the car was an empty seat. My friend sat down moving way to the inside so that someone else could sit there also. When no one sat down all the way to Boston, she realized that the reason was because there was a Negro couple and a small baby in the seat opposite. This friend is a social worker in the South End of Boston and the realization that people would sit on their suitcases in a crowded aisle or else stand all the way from Hartford to Boston rather than sit opposite a Negro person made a very strong impression on her.

Recently a man from Atlanta, Georgia, spoke on his theories on child development. He is the father of three small daughters

and acquired some excellent points of view both from his own experiences and from extensive readings in the field. But in the matter of inter-racial relations, he is extremely bigoted. A Negro is still a slave to him, and he would not let his daughters even walk on the same side of the street as a Negro. He had heard that white and Negro people are often very good friends here in the North and even visit each other's homes. This completely shocked him. He was unable to have even the slightest comprehension of how any person could even regard a Negro as an individual, let alone be friends with one.

Here was a man who had been in command of a submarine in the Pacific and who had been decorated several times for outstanding bravery. He had been stationed on many Pacific islands where he had to work closely with the natives, yet his individual prejudices are so deep-rooted that he can come back to Georgia and settle down in his little rut and consciously transmit his whole pattern of racial prejudice on to his three young daughters. Such situations are discouraging, when men such as this one, who have given so much of themselves and risked their lives innumerable times for "democracy", return to this country and revert right back to practices that are far from democratic in the true sense of the word. It looks like a tremendous problem. There are thousand and thousands of such parents who are carrying around such prejudices, most of which were probably gained in their early childhood from their parents or other

adults with whom they came into close contact. Unless these prejudices can be brought to light and examined in their true colors by these adults, another generation will carry them on and give them to the next generation and so on. It is a vicious circle which needs to be broken now.

So far the discussion has been on the prejudice of adults. Color Blind by Margaret Halsey is full of racial discriminations. It is written in her usual charming style about the difficulties she encountered when she tried to improve conditions between Negroes and whites in a Canteen during the war. It certainly is not a picture of democracy. But since these adults are the ones who create the prejudices in small children, they are the ones who need to be re-educated.

1

Mary Ellen Goodman made a study of fifteen Negro and twelve white children at the Ruggles Street Nursery School, the demonstration school for the Nursery Training School of Boston. Her study was to prove that pre-school age children are aware of race differences and have already acquired attitudes by this age which may become real prejudices when the child grows up. She also made a study of the influence of the parent's prejudices on the child. She watched all their behavior every day for a year and made records. She interviewed the parents in their homes. She observed the teacher and the social worker

1. Mary Ellen Goodman, The Genesis of Race Awareness and Attitude, unpublished Doctor's thesis, Radcliffe, 1946.

and made personality ratings with the help of several teachers. She gave a series of play interviews with each child. She used miniature dolls, both Negro and white, and also house furnishings. These dolls were men, women, and children. She found that all the dolls were handled about equally, but that Negro children showed some partiality to the white dolls. In the second test, the children were given black and white clay and were shown a picture of a white girl and a colored boy. They were asked to make one like it. This was perhaps not as successful as the other methods. The third test consisted of four jig-saw puzzles made especially for this study. Two had identical brown and white figures on each half. The third had a brown family and a white family on each half, and the fourth had two sets of animals. She found that the children mixed the white and brown families up. The main object was to show that this age child does not usually understand that families are segregated by color. The fourth test was built around two baby dolls, one white and one brown. The study showed that the Negro children had greater tendency to identify with the white doll and often rejected the brown doll and made remarks about how much prettier the white doll was, etc.

Mrs. Goodman found many very definite "incipient attitudes" as she calls them and evidence that this group was aware of racial difference. She found that these children tended strongly to reflect their parents' attitudes. She noted also

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that the white children seemed to have a feeling of belonging to their own group and had no sense of orientation towards the other group, whereas the Negro children had the same feeling towards their own group but they tended to move in the direction of the white group. The Negro children were more color-conscious. She noted also that many Negro parents resented their minority group status and transmitted these tensions to their children.

Another study in this field is by K.B.Clark and M.K.Clark.¹ In this study a comparison was made between Negro children in mixed nursery schools in New York City and Negro children in a segregated nursery school in Washington, D. C. The study was made to find out how much racial identification there was and how aware these children were of their "self". The school in Washington had one-hundred children. One school in New York which was a semi-segregated school where the children were Negro but the personnel was mixed, had only nineteen children. In the other New York school where the personnel and the children were both mixed, there were twenty-one children.

The Horwitz picture technique was used. The children were asked to identify themselves with one of the pictures, black or white. It was found that in the mixed group it was a matter of chance in many cases, whereas in the semi-segregated

1. K.B. Clark and M.K. Clark, "Segregation as a Factor in Race Identification of Negro Pre-School Children", Journal of Experimental Education, 8:161-163, 1939.

group, there was more of a feeling of awareness of color difference, and in the segregated group there was a definite feeling of difference. Unfortunately, the numbers of the semi-segregated and mixed groups were too small to make any real comparison with the segregated group. Both of these studies show that the pre-school child shows some awareness of differences at a very early age, long before he enters elementary school. More research needs to be done on a wider and more standardized scale along this line with pre-school children.

The subject of discrimination against the Jews extends back for centuries. The fact that every time there is any depression, war, plague, etc., the Jew has been the scapegoat, is definite proof that there must be more understanding and good-will and full cooperation among all religions to ever come anywhere near the ideals of democracy. During the Crusades, the Jews were tormented because it was claimed that Jews had killed Christ, therefore, all Jews must suffer for it. They are still being accused of this even in the present day. As early as the 15th century the Jews were walled in the Ghettos and locked in at night. There are thousands of examples through the ages where the Jew has been the scapegoat and the practice reached its peak under Hitler. Hermann Rauschning, an ex-Nazi, quotes Hitler in his book, The Voice of Destruction. The words of Hitler are as follows:

"My Jews are a valuable hostage given to me by the democracies. Anti-Semitic propaganda in all countries is an indispensable medium for the extension of our political campaign. You will see how little time we shall need in order to upset the ideas of the whole world simply and purely by attacking Judaism." 1

I have seen actual proof of the use Hitler made of this type of propaganda. Leaflets dropped on our troops in Italy show a picture of a girl at the telephone. It is the exact same girl and pose that was used by a well-known manufacturer of sheets and advertised in Life magazine. On these leaflets there was written in English a short skit saying the soldier had a date with Death but his girl had a date with ----, the Jew, who managed to get himself deferred so that he could stay at home, make more money and take the soldier's girl out, etc. Another story was about the first man drafted who was named Kelly, the first man killed who was named Jones, and the first man to get four new tires who was named Cohen.

In the professional fields the Jew is constantly being steered away. He is being kept out of medical colleges, accordingly to a survey made by Frank Kingdon². Out of the seventy-eight Grade A medical schools covered, none would admit on paper

1. Kenneth Gould, They Got The Blame, p. 37, Association Press, 1946.
2. Frank Kingdon, "Discrimination in Medical Colleges", American Mercury, 61:391-399, 1945.

that they discriminated against the Jews but they would admit it in conversation. Each year these medical schools take in about 6,5000 students and only about 500 of them are Jewish. Three out of four non-Jews are admitted, whereas, one out of thirteen Jews are admitted. Colleges such as Cornell, Johns Hopkins, Dartmouth, Yale, and Harvard give various reasons for refusing to accept students who are Jewish. According to this survey, New York University Medical School and University of Illinois, School of Medicine, are the two most liberal colleges. They have between 40-50% Jewish students.

The Jews are also being kept out of liberal arts colleges as seen in a survey made by Dan Dodson.¹ 99% of the five-hundred and twenty colleges interviewed stated that they did not discriminate against Jews or Catholics. Only seven said that they did not accept Jews. This survey shows evidence that Jews are being rejected because of their religion. Colgate accepts four or five Jewish boys out of two or three hundred applications from Jewish boys. Princeton keeps a quota of less than 4%. Dartmouth accepts twenty-five or thirty boys each year from over five hundred applications from Jewish boys. Ernest M. Hopkins, former president of Dartmouth, is quoted as saying, "Dartmouth is a Christian college founded for the Christianization of its students".² But the original charter definitely

1. Dan Dodson, "Religious Prejudices in Colleges", American Mercury, 63; 5-13, 1946.

2. Ibid, p. 10

states that no one should be refused admission because of his religious beliefs.

In this survey the author quotes many letters which Jewish boys and girls recieved from colleges refusing to admit them for various reasons. One letter in particular is well worth quoting. It is from the chairman of the Emerson College faculty, and says that since the enrollments had become unbalanced, they could not accept any more Jewish applicants. After stating that he was personally against any anti-semitic discrimination, he says,

"If any college, particularly an urban college, neglects to maintain a proper balance through its admissions policy, it is apt to get the reputation of being purely a Jewish school. In such case the Jewish students themselves become unhappy because they have the feeling of being segregated and lose that sense of freedom from discrimination which comes only from full participation in all the activities of a student body which represents a true cross-section of the American community-----". 1

Such statements do a great deal to increase ill-feelings among people. Educated people are said to be more tolerant, but if men like Ernest Hopkins and other heads of colleges can say and put into writing such remarks, it certainly shows that America has a long way to go to even come near inter-group understanding and cooperation.

Socially, the Jew is discriminated against on all sides. He is refused admission to some hotels, restaurants, new housing developments, sororities, fraternities. Gentleman's

1. Dan Dodson, Op. cit., p. 9.

Agreement by Laura Z. Hobson, which has been in the Cosmopolitan Magazine, and which will soon be in book form, is the story of a newspaper reporter whose assignment was to write on anti-semitism. He decides to change his name and "become" a Jew. He becomes completely immersed in his new identity as he bears the brunt of anti-semitic treatment when he is attacked, called "yid", put out of hotels, restaurants, etc.

All these illustrations show that there is a vital need for better inter-group understanding. The purpose of this study is to help re-educate the parents of small children with the hope of establishing a more democratic society. So many people are completely uninterested in what is going on right around them and feel that as long as they are not personally affected, it is of no concern of their. This theory of isolationism has proved to be obsolete. The next generation will be living not in just "one world" but in "one neighborhood."

CHAPTER III

THE CONTRIBUTION OF THE NURSERY SCHOOL

It has been said by many people that education for democracy should start in the first grade. Recent studies already mentioned show the need for such education even before that. At present only a small percentage of pre-school age children are in nursery schools, so that a re-education program such as has been outlined in this paper would only touch a very few parents. This is true but it is better to re-direct a few than to let the situation continue as it is at the present time. These few will in turn influence others. Before many years nursery schools will probably be a part of the public school system and more and more parents will be able to be reached. The training schools for nursery school teachers and kindergarten teachers have already led the way in training its teachers to establish and maintain good home-school relationships. One of the basic aims of a good nursery school is to build up and strengthen the parent-child relationship. The home and the family are regarded as the most important institutions of our culture. The school is a supplement to the home and does not take its place. But because of its strong home-school bond the nursery school is in a position to reach the parents on a level of adult education. Since the nursery school is usually the first educational institution that a child and his parents come in contact with,

it is important that both the parents and the child are exposed to a philosophy of democratic living from the very beginning.

The nursery school philosophy is based on the ideals of democracy. The child is regarded as an individual and the aim is to develop his own individual personality to its maximum. It is his first contact with an organized society which is almost entirely made up of children his own age with whom he must cope. Up to this point he has been a very important person in his home and immediate environment. Now he finds that as one of the group he cannot have everything his own way. As he matures he learns through experience that he has to be cooperative if he wants to get along with these children. He gradually learns to be generous and to realize the joy in sharing and working together. He learns to be honest and to respect the rights and properties of others. He learns to respect adults and other children as individuals. He becomes aware of the fact that people are dependent upon each other and that some rules must be observed for the good of everyone. These are some of the democratic principles that the nursery school aims to develop in each individual child as a basic philosophical background for his life in a democracy.

The nursery school helps give the child security both in himself and in the world around him. A secure child is a happy child. He is free to devote his energies and thoughts to exploring the world and the people in it. He is free to express

himself through the medium of creative arts in an effort to find his true self. He is free to take more and more responsibility and to gradually become self-dependent. If he is fortunate enough to be free from prejudices and to have instead an attitude of understanding and cooperation towards all mankind, he is well established along the road to democratic living.

If a child is in a school with children of other creeds, races, and nationalities from the very beginning of his school years, he forms happy associations with them and these pleasant emotionalized situations become a background for all his future relationships with people of different groups than himself.

Nursery schools are excellent places in which to give a child this underlying philosophy. He can "catch" it from the teachers as well as from the whole atmosphere of the school. He sees that all children are treated equally and fairly by his teachers without any favoritism or discrimination. If the parents carry out this basic philosophy at home the child is not torn between two atmospheres, the home one versus the school one. Not all nursery schools have adopted this democratic approach where all races, creeds, and nationalities are mixed together but more and more of these schools are realizing how valuable such an experience would be to a child. Unfortunately the general public is far from educated along these lines, but if the nursery schools can make a dent by exposing both parents and children to their democratic philosophy both directly and indirectly, society at large will feel the effect gradually.

LECTURE I

STEREOTYPES

I. Children's Literature

- A. Mother Goose
- B. Grimm's Fairy Tales
- C. Aladdin
- D. Merchant of Venice
- E. Black Sambo

II. Adult Literature

- A. Short Stories
- B. Plays
- C. Movie Scenarios
- D. Cartoons
- E. Radio Scripts
- F. Advertising

PART II

THE COURSE OUTLINE

III. General Discussion

- A. Personal Experiences
- B. Previous Readings on the subject

(See Appendix for supplementary information for each lecture.)

IV. Suggested Reading

How Writers Perpetuate Stereotypes, Report of the
Writers War Board, New York, 1943.

LECTURE I

STEREOTYPES

I. Children's Literature

- A. Mother Goose
- B. Grimm's Fairy Tales
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- A. Short Stories
- B. Plays
- C. Movie Scenarios
- D. Cartoons
- E. Radio Scripts
- F. Advertising

III. General Discussion

- A. Personal Experiences
- B. Previous Readings on the subject
- C. Effect of stereotypes on children's future
- D. Social adjustment in a democratic society.

IV. Suggested Reading

How Writers Perpetuate Stereotypes, Report of the
Writers War Board, New York, 1945.

LECTURE II

V. Suggested Reading

Johnson, Willard. PREJUDICE Personal Growth Leaflet, 30.

Loeber, Bruno. Race Attitudes in Children, Henry Holt, 1929.

I. Definition

Fowler, Herbert. Probing Our Prejudices, Harper and

II. Causes

Brothers, 1944.

A. Influence of parents

B. Influence of culture

III. Manifestations

A. Pre-School Age

1. Report on study made at Ruggles Street Nursery School by Mary Ellen Goodman for Doctor's thesis at Radcliffe, 1946, The Genesis of Race Awareness and Attitude.

2. Report on study made by K.B. Clark and M.K. Clark, "Segregation as a Factor in Race Identification of Negro Pre-School Children."

B. Early School Age

C. Adolescence

D. Adulthood

IV. Variations

A. Predilection

B. Prejudice

C. Discrimination

D. Scapegoating

EXERCISE III

V. Suggested Reading

Johnson, Willard. Prejudice, Personal Growth Leaflet, 30.

Lasker, Bruno. Race Attitudes in Children, Henry Holt, 1929.

Powdermaker, Hortense. Probing Our Prejudices, Harper and Brothers, 1944.

B. The "original scapegoat"

C. Use of human beings as scapegoats

1. General practices and underlying psychology

2. Brief survey of religious persecutions

II. The Jew as a Scapegoat

A. Roman conquest of Jerusalem in 70 A.D.

B. Crusades

C. Hundred Years War and the Bubonic Plague

D. Beginning of the "ghettos" in the 15th Century

E. Effects of the French Revolution

F. Dreyfus Case in France in 1890

G. Treatment of the Jews in Russia up to present time

H. Treatment of the Jews in Germany under Hitler

1. Hitler's basic philosophy about Jews

2. The Nuremberg Laws

3. Extent and results of the persecutions

LECTURE III

SCAPEGOATING

I. Brief History of Scapegoating

- A. Primitive methods
- B. The "original scapegoat"
- C. Use of human beings as scapegoats
 - 1. General practices and underlying psychology
 - 2. Brief survey of religious persecutions

II. The Jew as a Scapegoat

- A. Roman conquest of Jerusalem in 70 A.D.
- B. Crusades
- C. Hundred Years War and the Bubonic Plague
- D. Beginning of the "ghettos" in the 15th Century
- E. Effects of the French Revolution
- F. Drefus Case in France in 1890
- G. Treatment of the Jews in Russia up to present time
- H. Treatment of the Jews in Germany under Hitler
 - 1. Hitler's basic philosophy about Jews
 - 2. The Nuremberg Laws
 - 3. Extent and results of the persecutions

LECTURE IV

III. Suggested Reading

A B C's of Scapegoating, Central Y.M.C.A. College
Chicago

Allport, Gordon W. "The Bigot in Our Midst",
reprint from the Commonweal, October 6, 1944

Gould, Kenneth M. They Got the Blame, Association
Press, 1946

C. Other Groups

III. In the Period from 1930 to the Present Day

A. Rise of Hitlerism

B. Depression

C. World War II

D. Social And Business Discriminations

E. Discrimination in Medical Colleges

F. Discrimination in Liberal Arts Colleges

G. Anti-Semitic Organizations

IV. Suggested Reading

Clinchy, Everett R. The Growth of Good Will, National
Conference of Christians and Jews.

Edson, Dan. "Religious Prejudice in Colleges", American
Mercury, July, 1946.

Kingdon, Frank. "Discrimination in Medical Colleges",
American Mercury, October, 1946

LECTURE IV

ANTI-SEMITIC ACTIVITIES IN AMERICA

I. In the 19th Century

II. In the Post-war Period of the 1920's

A. Ku Klux Klan

B. The Dearborn Independent

C. Other Groups

III. In the Period from 1930 to the Present Day

A. Rise of Hitlerism

B. Depression

C. World War II

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Kingdon, Frank. "Discrimination in Medical Colleges", American Mercury, October, 1945

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Clinchy, Everett R. The Growth of Good Will, National Conference of Christians and Jews.

Gordon, Dan. "Religious Prejudice in Colleges", American Mercury, July, 1946.

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LECTURE V

PRESENT SITUATION OF THE JEWS IN AMERICA

I. General Information

A. Population of Jews

1. In World--before and after the war
2. In Germany--before and after the war
3. In the United States--at the present time

B. Problems of the Refugees

1. Economic
2. Social

II. Economic Distribution

A. Outstanding Participation

1. Motion Picture Industry
2. Theatre Industry
3. Garment Industries
4. Trade Unions
5. Jewelry

B. Slight Participation

1. Banking
2. Press
3. Brokerage Firms and Insurance Companies
4. Farming

C. Little Participation

1. Automobile Manufacturing
2. Steel, Rubber, Coal and Oil Industries

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5. Jewelry

B. Slight Participation

1. Banking

2. Press

3. Brokerage Firms and Insurance Companies

4. Farming

C. Little Participation

1. Automobile Manufacturing

2. Steel, Rubber, Coal and Oil Industries

D. The 3. Public Utilities

4. Shipping, Transportation and Communication Industries Central Organization

D. Scattered Participation

1. Science

V. Suggested Reading

2. Arts

Americans All, The Anti-Defamation League of B'nai B'rith, Chicago.

3. Politics

Elliot, John, Building Bridges, National Conference of Christians and Jews, June 1946.

4. Law
5. Medicine
6. Teaching Profession

Fitch, Florence Mary, One God, Lothrop, Lee and Shepard.

III. Social Situation

Marcus A. Discriminations American Life, The American

B. Brief Summary of Gentleman's Agreement by

Laura Z. Hobson

IV. Religious Groups

A. Basic Beliefs of all groups

B. The Orthodox Jew

1. Members
2. Leaders
3. Traditions
4. Type of service

C. The Reformed Jew

1. Members
2. Leaders and Central Organization
3. Type of service

- 3. Public Utilities
- 4. Shipping, Transportation and Communication Industries

- I. Scattered Institutions
 - 1. Science
 - 2. Arts
 - 3. Politics
 - 4. Law
 - 5. Medicine
 - 6. Teaching Profession

III. Social Situation

- 1. Discriminations
- 2. Brief Summary of Gentlemen's Agreement by Laura E. Hobson

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 - 4. Type of service
- C. The Reformed Jew
 - 1. Members
 - 2. Leaders and Central Organization
 - 3. Type of service

D. The Conservative Jew

I. Members

2. Leaders and Central Organization

3. Type of Service

V. Suggested Reading

Americans All, The Anti-Defamation League of B'nai B'rith,
Chicago.

Elliott, John H. Building Bridges, National Conference of
Christians and Jews, June 1946.

Fitch, Florence Mary. One God, Lothrop, Lee and Shepard,
New York, 1944.

Marcus, Jacob R. Jews in American Life, The American
Jewish Committee.

Livingston, Sigmund. East Men Hate, Crane Press, 1944.

D. The Conservative Jew

1. Members

2. Leaders and Central Organization

3. Type of Service

V. Suggested Reading

Americans All, The Anti-Semitism League of B'nai B'rith.

Chicago.

Elliot, John E. Building Bridges, National Conference of

Christians and Jews, June 1946.

Fitch, Florence Mary. One God, Infinite, Lee and Shepard,

New York, 1944.

Marcus, Jacob E. Jews in American Life, The American

Jewish Committee.

LECTURE VI

CONTRIBUTIONS MADE BY JEWS TO AMERICAN CULTURE

- I. Religion
- II. Philanthropy
- III. Public Service
- IV. Science
- V. Medicine
- VI. Business
- VII. Farming
- VIII. Radio
- IX. Theatre
- X. Moving Pictures
- XI. Music
- XII. Literature
- XIV. Suggested Reading

Americans All, The Anti-Defamation League of B'nai B'rith,
Chicago.

Livingston, Sigmund. Must Men Hate, Crane Press, 1944.

IV. Social Situation

LECTURE VII

PRESENT SITUATION OF THE NEGROES IN AMERICA

I. General Information

A. Population

B. Geographical Distribution

C. Physical Facts

II. Economic Situation

A. Employment

1. Discrimination

2. Negro Manpower Commission

B. Housing

1. Restrictions

2. Cost of living in Harlem areas

III. Education

A. Segregation

B. Status of Teachers

C. Financial Output--Negro versus White child

D. Amount of Illiteracy

1. At end of Civil War

2. At present Time

E. Discrimination in colleges

1. In South

2. In North

F. Results of the Army Intelligence Tests

IV. Social Situation

A. In South

1. Examples of Jim Crow Laws
2. Attempts to settle differences

B. In North

1. Examples of Jim Crow Practices
2. Counter-acting Groups

C. In Armed Forces

1. Army
2. Navy

V. Suggested Reading

Embree, Edwin R. 13 Against the Odds, Viking, N.Y., 1944.

McWilliams, Carey. Brothers Under the Skin, Little Brown, 1946.

Odum, Howard W. Race and Rumors of Race, University of North Carolina, 1943.

Stewart, Maxwell S. The Negro in America, Public Affairs Pamphlet, No. 95.

LECTURE VIII

CONTRIBUTIONS MADE BY NEGROES TO AMERICAN CULTURE

I. Springfield Public Schools--The Springfield Plan

I. Literature

II. Education

III. Science

IV. Medicine

V. Labor

VI. Entertainment

VII. Music

VIII. Architecture

IX. Athletics

X. Social

XI. Suggested Reading

Embree, Edwin R. 13 Against the Odds, Viling, N.Y., 1944

Stewart, Maxwell S. The Negro in America, Public Affairs
Pamphlet, No. 95.

IV. Huggles Street Nursery School--Boston, Mass.

A. Objectives

B. Projects

C. Results

(Reports on the last three schools are from personal observation.)

V. Suggested Reading

Chetio, Clarence I. and Alice L. Halligan. The Story of the
Springfield Plan, Barnes and Noble, N.Y., 1945.

LECTURE IX

METHODS OF INTER-CULTURAL EDUCATION USED IN SEVERAL SCHOOLS

I. Springfield Public Schools--The Springfield Plan

- A. Basic Beliefs
- B. Objectives
- C. Status of Teachers
- D. Projects
- E. Guidance
- F. Results

II. Downtown Community School--233 E. 11th. Street, New York

- A. Objectives
- B. Projects
- C. Results

III. Walden School-- 1 W. 88th Street, New York

- A. Objectives
- B. Projects
- C. Results

IV. Ruggles Street Nursery School--Boston, Mass

- A. Objectives
- B. Projects
- C. Results

(Reports on the last three schools are from personal observation.)

V. Suggested Reading

Chatto, Clarence I. and Alice L. Halligan. The Story of the Springfield Plan, Barnes and Noble, N.Y., 1945.

LECTURE X

DISCUSSION OF WAYS TO IMPROVE INTER-CULTURAL RELATIONS

IN THE COMMUNITY AND IN THE HOME

I. Community

A. Objectives

B. Projects

II. Home

A. Objectives

B. Projects

III. Suggested Reading for Adults

Brown, Spencer. They See For Themselves, Harper, and Brothers
Davis-Dubois. Build Together, Americans, Harper, and Brothers,
Herrick, Arnold and Askwith, Herbert. This Way to Unity,
Oxford, 1945.

IV. Suggested Reading with Children

(See Appendix for list of books recommended)

V. Discussion of various ways to improve inter-cultural
relations in the community and in the home from the reading
done in this course, the lectures, and personal experience.

LECTURE I
STEREOTYPES

I. Children's Literature

A. Mother Goose

Jack sold his egg
To a rogue of a Jew
Who cheated him out
Of half his due.

B. Grimm's Fairy Tales

In "The Jew in the Bush" the Jew is portrayed
as a merchant who cheats his customers.

APPENDIX

C. Aladdin

The Jew in this story is made to be rogue.

D. Merchant of Venice

Shakespeare created Shylock as a very crafty,
shrewd and cunning Jew. This stereotype of the Jew
has probably been more widely circulated than any
other.

E. Black Sambo

This is supposed to be a story about a boy
from India but it is usually associated with the
Negro race. It makes the Negro appear as a primi-
tive savage and this is the reason why so many
Negro people object to this story.

LECTURE I

STEREOTYPES

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This is supposed to be a story about a boy from India but it is usually associated with the Negro race. It makes the Negro appear as a primitive savage and this is the reason why so many Negro people object to this story.

II. Adult Literature (Report of the Writers War Board,
New York, 1945, published under the title, How
Writers Perpetuate Stereotypes.

A. Short Stories

One-hundred and eighty-five stories were taken from eight magazines, Saturday Evening Post, Colliers, American, Cosmopolitan, Woman's Home Companion, Ladies Home Journal, True Story, and True Confessions. These stories were taken from both the years 1937 and 1943. It was found that 90.8% of the eight-hundred and eighty-nine characters were Protestant, white Anglo-Saxons. These Anglo-Saxon characters were never questionable characters and were usually portrayed as being very wealthy, intelligent, etc. Racial and nationality types were not well drawn up and the "villains" usually had foreign names.

B. Plays

These were found to be the most liberal though some plays have been produced with very stereotyped characters.

C. Movie Scenarios

Two moving pictures, Birth of a Nation, taken from the Clansman by Thomas Dixon, and Gone With the Wind portrayed the treatment of the

Negroes in the South as servants. Later pictures have shown an improvement and a general steering away from such portrayals.

D. Cartoons

There has been a great improvement since 1937. Heroes and villains are given similar names and their occupation is most important, not their race or nationality. Public opinion keeps villains from being of a minority group.

The Comic Book Honor Club formed by the James Fenimore Cooper Junior High Youthbuilders Club includes the following comics which aim for better racial understanding.

1. Captain Marvel Comics, Fawcett Publications
1501 Broadway, New York 18, N.Y.
2. True Comics, 52 Vanderbilt Avenue, New York
3. Patches Comics, Rural Home Publishing Co.,
155 North Clark Street, Chicago, Illinois
4. Headline Comics, 1790 Broadway, New York
"The Junior Rangers"
5. Thrilling Comics, Standard Magazine Co.,
10 E. 40th Street, New York. "The Commando
Cubs"

Since comics are bound to be a part of the child's reading matter with or without his parents' knowledge, it would be better to expose him to these.

E. Radio Scripts

These characters are on the whole Protestant, white Anglo-Saxons. Such characters as "Amos 'n' Andy" and "Rochester" are constantly being criticized because they are stereotyped. Negroes are now being given their title of Mr., Mrs., or Miss before their name when they are announced on the radio.

F. Advertising

Advertising managers claim that they must sell their products and therefore must appeal to the majority which is the white Anglo-Saxon. They do use the Uncle Tom type character for Southern atmosphere in whiskey advertisements etc.

Children are affected by the unconscious or conscious attitudes of their parents. They like to imitate their parents especially their mother. No words are necessary for children catch the underlying feeling, such as the drawing away from a Negro in the street car, etc. Children have a fear of strange things in their environment and of the dark and this may have some connection with the fear of the Negro. The number so affected is probably small as most children are curious about someone who is different. Prejudices are not inherited, they are acquired.

LECTURE II

PREJUDICE

I. Definition

From Latin--prae means before

Judicium means judgment

From Webster's Dictionary--Judgment is the "mental faculty of deciding correctly by the comparison of facts and ideas."

Prejudice is an idea or attitude we have about a certain thing without knowing all the details and underlying facts about the particular situation.

II. CausesA. Influence of parents

Children are affected by the unconscious or conscious attitudes of their parents. They like to imitate their parents especially their mother. No words are necessary for children catch the underlying feeling, such as the drawing away from a Negro in the street car, etc. Children have a fear of strange things in their environment and of the dark and this may have some connection with the fear of the Negro. The number so affected is probably small as most children are curious about someone who is different. Prejudices are not inherited, they are acquired.

B. Influence of culture

White is usually associated with purity, cleanliness, angels, and happiness, whereas black is associated with dirty things, sin, or sorrow.

III. Manifestations

A. Pre-School Age

1. Mary Ellen Goodman made a study at Ruggles Street Nursery School on the race awareness of fifteen Negro and twelve white children. She found that a child is unable to judge others around him until he has become aware of himself. He senses his own physical characteristics and those of others and comes to associate feelings with them. This study was a Doctor's thesis at Radcliffe, 1946, and was called The Genesis of Race Awareness and Attitude.

In her attempt to study the beginnings of prejudices in pre-school children and the influence of their parent's attitudes she watched all behavior every day for a year, she interviewed the parents in their homes, she observed the teacher and the social worker, and made personality ratings with the help of

several teachers.

She gave each child a series of diagnostic situations. The children were given miniature dolls, both black and white, house furnishings, etc. She found that the Negro children showed some partiality to the white dolls. Then she gave them black and white clay and asked them to make figures like the pictures she showed them of a white girl and a colored boy. This was not as successful or revealing as the other interviews. The third series consisted of four jig-saw puzzles made especially for this study. Three had identical brown and white figures on each half, one had a whole family on each half. The fourth had two sets of animals. The object was to show that children do not understand that color is one way families are segregated. The children mixed the brown and white families up. In the fourth type of interview Mrs. Goodman presented a white and a Negro baby doll. The Negro children had a greater tendency to identify with the white doll and often rejected the brown doll saying that it was not as pretty as the white.

The results show that this group had very definite "incipient attitudes" which might

several teachers.

The next series of diagnostic situations. The children were given miniature dolls, both black and white, house furnishings, etc. She found that the Negro children showed some partiality to the white dolls. Then she gave them black and white clay and asked them to make figures like the pictures she showed them of a white girl and a colored boy. This was not as successful or revealing as the other interviews. The third series consisted of four big-box puzzles made especially for this study. Three had identical brown and white figures on each half, one had a whole family on each half. The fourth had two sets of animals. The object was to show that children do not understand that color is one way families are segregated. The children mixed the brown and white families up. In the fourth type of interview Mrs. Goodman presented a white and a Negro baby doll. The Negro children had a greater tendency to identify with the white doll and often rejected the brown doll saying that it was not as pretty as the white. The results show that this group had very definite "inferior attitudes" which might

easily become prejudices. Also the parent's attitudes were reflected in their children. The white children seemed to have a feeling of belonging to their own group and had no orientation towards the other group whereas the Negro child had the same feeling towards his own group but at the same time moved in the direction of the white group. They were more color-conscious. The Negro parents were in a situation where they wanted to help the child realize his minority group status but at the same time resented having to do so.

The author realizes that the group was too small to draw conclusions. She wants to follow the same children as they grow up to see if they follow the pattern they had started.

2. K.B.Clark and M.K.Clark made a study where they compared Negro children from a mixed Nursery school in New York with Negro children from a segregated school in Washington, D.C. They studied their racial identification and their awareness of their "self". This study was published in the Journal of Experimental Education, Volume 8, 1939, under the title, "Segregation as a Factor in the Race Identification of Negro Pre-School Children!"

The children were all three and four year olds. The Washington school had all Negro children and personnel and had one hundred children. There were two schools in New York. The semi-segregated one had nineteen Negro children and a mixed personnel. The other was a mixed school with twenty-one children both Negro and white and a mixed personnel.

The Horwitz picture technique was used where the children were asked to point out which figure (brown or white) was like they were. In the mixed group it was more a matter of chance which they identified with. In the semi-segregated group the Negro children were more conscious of the color difference and in the segregated group there was definite feeling of difference.

Unfortunately the numbers in the semi-segregated group and the mixed group were too small in comparison to the large number in the segregated group.

B. Early School Years

Teasing and ridicule often starts at this age. Children hear adults use names about the Jew or the Negro or others and they in turn use the same

nicknames for their schoolmates.

C. Adolescence

Fear of inter-marriage often causes parents to ridicule Negroes and Jews. There is a great deal of competition for scholastic honors for graduation awards etc. The sport teams on the other hand are apt to be more democratic teams though this is not always so.

D. Adulthood

Adults are guilty of prejudices based on many reasons, such as the feeling that the white race is superior in every way. In the following lectures it will be shown how false is this belief. Adults often generalize and blame the whole group for the faults of one individual of that group. Stereotypes carried over from childhood may often be the cause of prejudice. Prejudices are usually based on half-truths about another group which are spread by gossip. When prejudices are expressed they become discriminations and this subject will be covered all through the course.

V. Variations

- A. Predilection--Preference of an individual for some particular race, religion, etc. without doing anything about it.
- B. Prejudice--A predilection which is exaggerated, unreasonable, and unalterable.

C. Discrimination--When prejudice is expressed in action against the person or persons disliked.

D. Scapegoating--Persecution in words and actions on a violent scale of the persons discriminated against. This subject will be taken up in detail in the following lectures.

A. Trials--crimes, etc. were transferred to some animal which was then cast out into the woods.

B. The "original scapegoat"

According to the Book of Leviticus, on the Day of Atonement the Hebrew high priest transferred all the sins of the "children of Israel" to a goat. This goat was then driven into the wilderness and the people were "free" from their sins.

C. Use of human beings as sacrificial victims

1. General practices and underlying psychology

Sacrifice of human beings was practiced by the Greeks, Aztecs, and Mayans. It is still practiced among the Yoruba Negroes in West Africa. The individual to be sacrificed was chosen by lot. He was to save the others from the anger of the Gods. The individual was not disliked as an individual and was often a well known person. He usually was given all sorts of luxuries and

LECTURE III

SCAPEGOATING

I. Brief History of Scapegoating

A. Primitive methods

In primitive times the "devil", plague, crime, etc. were transferred to some animal which was then cast out into the woods.

B. The "original scapegoat"

According to the Book of Leviticus, on the Day of Atonement the Hebrew high priest transferred all the sins of the "children of Israel" to a goat. This goat was then driven into the wilderness and the people were "free" from their sins.

C. Use of human beings as scapegoats1. General practices and underlying psychology

Sacrifice of human beings was practiced by the Greeks, Aztecs, and Mayans. It is still practiced among the Yoruba Negroes in West Africa. The individual to be sacrificed was chosen by lot. He was to save the others from the anger of the Gods. The individual was not disliked as an individual and was often a well known person. He usually was given all sorts of luxuries and

privileges beforehand but when the torture began it was extremely cruel. Afterwards the people were purged of their sins. Some scapegoats were chosen unfairly from minority groups. Rulers often removed the leaders of rising groups in this manner. Pontius Pilate ordered Christ killed because he was afraid of Christ's power.

2. Brief survey of religious persecutions

In 64 A.D. Nero put the blame on the Christians for the fire in Rome and tortured and killed them in an attempt to turn suspicion away from himself. These tortures continued up to the death of Emperor Galerius in 311 A.D. Under Emperor Constantine (323-337 A.D.) Christianity was accepted as the official religion of the Roman Empire.

When the Christians rose in power they tortured and executed such heretics as Roger Bacon, Galileo and others. They also persecuted the Jews as seen in the rise of the Spanish Inquisition from which many Jews fled to America.

In America the Christians persecuted non-conformists such as the Quakers, Salem

witches and others. With the rise of the Ku Klux Klan there were many riots, church burnings, etc. The Catholics, Negroes and Jews were targets for all types of injustices and tortures.

II. The Jew as a Scapegoat

A. Roman conquest of Jerusalem in 70 A.D.

When the Romans conquered Jerusalem the Jews were driven out. They stayed together in large cities and took up trades instead of farming. They were not permitted to own property so they became merchants and money lenders and were known as the "Bankers of the Middle Ages". They were disliked, as it is human nature for debtors to dislike creditors.

B. Crusades

The First Crusade began in 1096. Christians persecuted the Jews because Jews had killed Christ. During this religious upheaval all Jews were made to pay for this "crime".

C. Hundred Years War and the Bubonic Plague

The Jews were scapegoats for all major disasters. During this plague about twenty-five million people, one quarter of the population of Europe, died from this disease which was spread by rats and flies.

The Jews were accused of poisoning the wells and they were tortured and massacred in France, Spain, Italy, Switzerland, Germany and other countries.

D. Beginning of the "ghettos" in the 15th Century

The "ghettos" were established as early as the 15th Century. Jews were walled in one part of the city and the gates were locked at night.

E. Effect of the French Revolution

For a short time the theory of "equality" did lessen the treatment of the Jews but the Jews were blamed for the depression which followed the Napoleonic Wars.

F. Drefus Case in France in 1890

This famous trial was portrayed in the moving picture, Zola. A Jewish army captain was unjustly accused of treason but was eventually freed.

G. Treatment of Jews in Russia up to the present time

The Czars blamed the Jews for the unrest among the people and for several centuries tortured and executed them. In 1791 under Catherine II they were forced to live in the poorer areas and were forbidden to join any guilds. In 1824 over twenty thousand Jewish families were exiled from two provinces and left to die on the road. The horrible massacre of 1903 caused many Jews to flee to America.

Many Jews joined in the rebellion. Trotsky, one of the leaders of the Bolsheviks, was a Jew. He was later exiled by Stalin. During the last generation it was declared illegal to discriminate against or persecute anyone because of his race. They welcomed minority groups and encouraged the development of each different culture. At the present time only one Jew holds a high position in the Government. According to these laws a person was

H. Treatment of the Jews in Germany under Hitler

1. Hitler's basic philosophy about the Jews

Hitler blamed the Jews for the loss of World War I. He blamed them for the inflation period and the depression of 1929. In 1932 there were 600,000 Jews out of 67,000,000 people in Germany. The Nazis claimed that the Jews held the best jobs, owned the large industries, controlled fields of law, medicine, teaching etc. The Jews were called Capitalists and Communists at the same time.

Hermann Rauschning, an ex-Nazi follower, quotes Hitler in his book, The Voice of Destruction, as saying, "My Jews are a valuable hostage given to me by the democracies. Anti-Semitic propaganda in all countries is an

indispensable medium for the extension of our political campaign. You will see how little time we shall need in order to upset the ideas of the whole world simply and purely by attacking Judaism." Hitler upheld the theory that the Aryan race was the chosen race for the future. Aryan refers only to a group of languages not a race.

2. The Nuremberg Laws

According to these laws a person was a Jew if one parent or grand-parent was Jewish, or if he or she were married to a Jew. A Jew lost all his civil rights, was not permitted to vote, practice law or medicine, or to attend universities or higher schools. He was not allowed to work in radio, press or moving picture concerns. He had to register all his property which the Nazis confiscated. He had to live in "ghettos" and was allowed to buy food two hours at the end of the day. He was not permitted to use public recreation places and had separate seats on the busses. All Jews over six had to wear a yellow six-pointed star of David.

3. Extent and result of the persecutions

In November, 1938, a Jew murdered a German diplomat in Paris. The Jews in Germany

1. 19th Century were herded together and massacres and persecutions followed. The Nazis followed the same procedure in every country they conquered. Four out of every six Jews in Germany were killed during the war in concentration camps etc. Refugees fled to all countries, especially to America.

This organization discriminated against the Jews, Negroes, and the Catholics. It was at its height in 1923-24 with three to five million members. The activities declined but are now being revived after World War II, along Fascist lines.

2. The Dearborn Independent

This was owned by Henry Ford who published a series of articles attacking the Jews. People of every creed brought suit against him. The attacks stopped and Mr. Ford issued a public apology.

3. Other groups

Many groups circulated propaganda, books, articles, etc. against the Jews. They were discriminated against in business, social gatherings, educational institutions, etc.

LECTURE IV

ANTI-SEMITIC ACTIVITIES IN AMERICA

I. 19th Century

In the 19th century there were not enough Jews in America to be of any great importance as a racial question. America welcomed people with ingenuity, ambition, etc. until these people became too "strong".

II. Post-war period in 1920'sA. Ku Klux Klan

This organization discriminated against the Jews, Negroes, and the Catholics. It was at its height in 1923-24 with three to five million members. The activities declined but are now being revived after World War II, along Fascist lines.

B. The Dearborn Independent

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C. Other groups

Many groups circulated propaganda, books, articles, etc. against the Jews. They were discriminated against in business, social gatherings, educational institutions, etc.

III. Period from 1930 to present day

A. Rise of Hitlerism

With the rise of Hitlerism about 1933 many anti-semitic propaganda was spread to America. Over five hundred groups were started here to spread these articles etc. but most of them lasted only briefly. In 1946 there are about one-hundred and twenty-five still in existence.

B. Depression

During the depression years the Jews were made the scapegoat. There was a great increase in anti-semitic feelings which died down a little but which will start up again whenever there are any unsettled economic conditions.

C. World War II

The people needed a scapegoat again to blame the war on so they picked on the Jews. Many stories circulated in different "dress" about the first man drafted who was named Kelly, the first man killed who was named Jones, and the first man to get four new tires who was named Cohen. The Jew was constantly referred to as a draft-dodger who was making good money in the black market etc.

D. Social and business discriminations

Jews are refused admission to some hotels, restaurants, housing projects, new housing developments, boarding houses etc. They are not accepted as members of some clubs, sororities, or fraternities. They are refused employment in certain businesses and in many cases this is solely because of their religion.

E. Discrimination in medical colleges

According to a survey by Frank Kingdon and published in the American Mercury, October, 1945, there is a tremendous amount of discrimination in medical colleges. Of the seventy-eight Grade A medical schools interviewed none would admit on paper that they had any quota except some of the southern schools which will not accept Negroes. Privately in conversation these schools admit that they keep a quota. Each year medical schools take in about 6,500 students and only about 500 of them are Jewish. Three out of four non-Jews are admitted whereas one out of thirteen Jews are accepted. The percent is getting lower, as more and more Jews are turned down.

If any student from the College of the City of New York tried to get into such medical colleges as

Cornell, JohnsHopkins, Dartmouth, Yale, or Harvard they had a great deal of difficulty be- the College of the City of New York is largely Jewish. New York University Medical School and University of Illinois School of Medicine are the two most liberal colleges according to this survey. Between 40-50% of their students are Jewish.

F. Discrimination in liberal arts colleges

According to a survey made by Dan Dodson and published in American Mercury in July, 1946, Jewish students are being refused admission in many liberal arts colleges. 99% of the colleges answering the survey stated that they did not discriminate against Catholics or Jews. Seven out of the five-hundred and twenty colleges did admit that they did not accept Jews. Many colleges asked religious and racial information on their entrance blanks and even the birthplace of all four grandparents.

The survey showed that Colgate accepts four or five out of the the two or three hundred applications from Jewish boys. Dartmouth accepts twenty-five or thirty boys each year from over five-hundred applications. The author quotes

Ernest M. Hopkins, then President of Dartmouth, as saying, "Dartmouth is a Christian college founded for the Christianization of its students." In contrast to this statement the original charter definitely states that no one should be refused admission because of his religious beliefs.

Princeton keeps a quota of less than 4% but their reply to the survey questionnaire said, "Each candidate is considered as an individual without regard to race, color, creed, or any quota system. Selection is based on the applicant's character, promise, and academic achievement."

The author quotes many letters which were refusing them admission to a certain college received by Jewish students while their Christian classmates of lower academic standing were accepted.

He quotes a letter from the chairman of the Emerson College faculty saying that since the enrollments had become unbalanced they could not accept any more Jewish applicants. After stating that he was personally against any anti-semitic discrimination he says,

Clifford J. Reeves, the Cross and the Flag, etc.

"If any college, particularly an urban college neglects to maintain a proper balance through its admissions policy, it is apt to get the reputation of being a purely Jewish school. In such case the Jewish students themselves become unhappy because they have the feeling of being segregated and lose that sense of freedom from discrimination which comes only from full participation in all the activities of a student body which represents a true cross-section of the American community....."

Mr. Kingdon gives figures for 1936 on the percentage of Jewish students in many colleges. Privately owned colleges ranged from 3-8% and large state universities and some private ones averaged about 20%. Brooklyn College had 75%, College of the City of New York had 80%, Hunter had 66% and New York University had 44%.

During the war years many colleges refused to change their quotas. They were afraid of setting a precedent and so continued with low numbers rather than admit more Jews. In the Spring of 1945 Colgate had ninety-five students instead of the usual nine-hundred and seventy-five. Williams had one hundred instead of eight hundred.

G. Anti-Semitic Organizations

In 1946 there were one-hundred and twenty-five groups in the country such as the Anglo-Saxon Federation, Seventh Day Adventists under Clifford A. Reeves, the Cross and the Flag, etc.

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LECTURE V

PRESENT SITUATION OF THE JEWS IN AMERICA

I. General InformationA. Population of Jews

1. In world

Before the war--16 million

After the war---12 million

2. In Germany

Before the war--about 500,000 or 8%

of total population

After the war--less than 200,000

About four out of every six were

killed.

3. In the United States

There are about five million Jews
which is about 3.7% of the total population.

95% of them are in cities with 10,000 or
more. Two million are in New York City.

B. Problems of the Refugees

1. Economic

Most of the refugees are well-educated
and financially independent. They have
gone into the fields of medicine, teaching,
especially in colleges. The physicians

II. Neonatal District make up the largest group. Lawyers have had to be re-trained. Many school teachers have had difficulty in getting positions in this field. Other refugees entered the fields of such industries as leather, fur, textiles, glassware, plastics, jewelry and diamonds. Jews, and those by both.

2. Social loss of the well-known producers who

The majority of the refugees were women most of whom were married. The average age was forty-five or older. There were also many small children who had been separated from their families. On the whole they were a cosmopolite group and were well-traveled. The children seem to adjust easily which was probably due to the fact that the parents were well-educated. 95% want to stay here and become citizens. There have been many occasions where they have been discriminated against and they are forced to suffer the same injustices as the Jews who have been here for generations.

United Clothing Workers of America
and the International Ladies Garment
Workers Union.

II. Economic Distribution

A. Outstanding Participation

1. Motion Picture Industry

According to a survey by Fortune in February, 1936, of the eight most important companies, two were owned by non-Jews, three by Jews, and three by both.

Some of the well-known producers who are Jewish are Samuel Goldwyn, Louis B. Mayer, Carl Laemmle, and Warner Brothers.

Among Jewish actors and actresses we find Paul Muni, Edward G. Robinson, Eddie Cantor, Jack Benny, and Elisabeth Bergner.

2. Theatre Industry

In the theatre there have been such well-known Jewish producers as Schubert, Frohman and Belasco and such actresses as Sarah Bernhardt, Elisabeth Bergner and many others.

3. Garment Industries

The Jewish people did a great deal towards starting unions, such as the Amalgamated Clothing Workers of America and the International Ladies Garment Workers Union.

4. Trade Unions

The Jews worked for unemployment insurance, labor banking, cooperative building of homes, etc. Among the leaders of unions are Sidney Hillman, David Dubinsky, and Samuel Gompers who was the founder of the American Federation of Labor.

5. Jewelry

A great many Jews including many refugees have turned to the jewelry trade and such associated fields as Diamonds, Plastics, Glassware etc.

B. Slight Participation

1. Banking

Contrary to public opinion only .6 of 1% of all the bankers in the United States are Jewish according to a survey by B'nai B'rith. They found that there are about 93,000 bankers in the United States and only about 600 of them are Jewish.

2. Press

According to figures published in Editor and Publisher, October 4, 1941, there were 1700 firms publishing daily

papers and only fifteen or 1% were owned by Jews. The New York Times is one of them and was owned by Adolph S. Ochs from 1896-1935.

3. Brokerage Firms and Insurance Companies

There are only a very small number of Jews in these businesses.

4. Farming

According to statistics only about 100,000 Jews earn their living from farming.

C. Little Participation

According to the survey by Fortune already mentioned Jews do not enter the following industries in very large numbers.

1. Automobile manufacturing
2. Steel, Rubber, Coal and Oil
3. Public Utilities
4. Shipping, Transportation, and Communication

D. Scattered Participation

This section will be taken up more thoroughly under Contributions of the Jewish People but a few names can be given under each topic.

1. Science

Dr. Albert Einstein, Robert Oppenheimer

2. Arts

Walter Damrosch, Heifitz, Edna Ferber

3. Politics

Herbert Lehman, Henry Morgenthau, Jr.

Bernard Baruch, David Lilienthal

4. Law

In this field there are many Jews as in the two next fields. Discrimination in colleges as already described tends to steer Jews away from these professions.

5. Medicine

6. Teaching

Many refugees are in both these professions.

III. Social Situation

A. Discriminations

Jews are not allowed to go into certain hotels, restaurants, boarding houses, new housing developments and sororities and fraternities as well as all kinds of clubs.

B. Brief Survey of Gentleman's Agreement by Laura Z. Hobson

A newspaper reporter is assigned to write a series of articles on anti-semitism. He decides that the best way is for him to become a Jew and so he takes a Jewish name and has it circulated that he is Jewish. He is a

widower with a young son. The son suffers all sorts of abuses eventually because of his father's assignment. The father becomes thoroughly identified with his role and is turned down at hotels, called "yid" etc. In the end his fiancée and his son gain a new wisdom towards anti-semitism from the experiences of the father.

IV. Religious Groups

A. Basic beliefs of all groups

All groups believe in one God and the brotherhood of man. Moses is considered the greatest prophet and the Ten Commandments are very important to them. They all have a common religious heritage and tradition as well as a common literature and language.

B. The Orthodox Jew

1. Members

There are 2,5000 congregations, 400,000 members (head of families), and about 1,200,000 individuals.

2. Leaders

The leaders are from Isaac Elchanan Yeshivah College, New York, and the Hebrew Theological College, Chicago.

3. Traditions

They observe the original customs very rigidly. They use the Torah which is the first five books of the Bible, and the Talmud which is a collection of works interpreting their beliefs etc.

4. Type of service

They have two services, one Friday night and another Saturday morning. The sermon is usually in English and the prayers and scripture in Hebrew. There is a great deal of singing by a Cantor and a choir.

C. The Reformed Jew

1. Members

There are about 300 congregations, 60,400 members (heads of families), and about 250,000 individuals.

2. Leaders and Central Organization

The leaders are from the Hebrew Union College and the Jewish Institute of Religion. The Central Organization is the Union of American Hebrew Congregations, founded in 1873 by Isaac Mayer Wise

3. Type of service

Their service is on Sunday and the

Rabbi's sermon is most important. It is in English and adds new interpretation to old ritual.

D. The Conservative Jew

1. Members

There are 300 congregations, 250,000 members (heads of families) and 1,000,000 individuals.

2. Leaders and Central Organization

The leaders are from the Jewish

Theological Seminary which was founded by Dr. Solomon Schechter who also founded the Central Organization which is the United Synagogue.

3. Type of service

This type is between the other two groups, the Orthodox group on one end and the Reformed group on the other.

(These figures are taken from Americans All, The Anti-Defamation League of B'nai B'rith, Chicago.)

Joseph E. Smith (1807-1880)--He gave a great deal for the aid of both Jews and non-Jews. He was known as the "Unofficial spokesman for the Jewish Community in America".

LECTURE VI

CONTRIBUTIONS MADE BY JEWS TO AMERICAN CULTURE

I. Religion

Christ and his Disciples

Bible--first recorded history and first written poetry.

Christianity through Christ

Words from Leviticus (XXV:10) inscribed on the Liberty Bell, "Proclaim liberty throughout all the land unto all the inhabitants thereof."

II. Philanthropy

Haym Salomon--He came from Poland in 1772 and gave a great deal towards helping the Revolution.

Judah Touro(1775-1850)--He gave \$10,000 for the erection of the Bunker Hill Monument. He helped both Jews and non-Jews and is also said to have bought a Universalist church in New Orleans which had to be sold in order to pay some debts and later he returned the church to the congregation free from any mortgage.

Jacob H. Schiff (1847-1920)--He gave a great deal for the aid of both Jews and non-Jews. He was known as the "Unofficial spokesman for the Jewish Community in America".

Lillian D. Wald(1867-1940)--In 1902 she established the first city school nursing program in world.

Julius Rosenwald(1867-1932)--He gave to the War Relief campaigns, to the City of Chicago and the University of Chicago, to the Jewish agricultural settlements in Europe and Palestine, and others. He worked towards improving the Negro schools and under the Julius Rosenwald Fund over 5,000 Negro schools were established.

Nathan Straus--In the 1890's he helped the needy and gave food, fuel, and shelter. He worked on the pasteurization of milk and the infant mortality rate was cut in half.

III. Public Service

Uriah P. Levy (1792-1862)--He started as a cabin boy in the Navy at ten years old and rose to a Commodore. He tried to end corporal punishment in the U.S.Navy.

Simon Wolf (1836-1923)--He was Consul General in Egypt under Garfield and was the International President of the Order of B'nai B'rith. He and Adolphus Solomon, another Jew, with Clara Barton organized the Association of American Red Cross which later became the American Red Cross.

Judah P. Benjamin--He was Secretary of War and then Secretary of State under Jefferson Davis.

Louis D. Brandeis, Felix Frankfurter, Benjamin N. Cardozo, all of the Supreme Court.

Henry Morgenthau, Jr., Herbert Lehman, Bernard Baruch, David Lilienthal and others.

IV. Science

Albert Michelson--He received the first Nobel prize ever awarded to an American in physics, for determining the speed of light.

Albert Einstein--His theory of Relativity has become well-known.

J. Robert Oppenheimer--He was Chief Research Scientist of Los Alamos Laboratories where atomic energy was developed.

V. Medicine

Joseph Goldberger--He studied pellagra and found it was a vitamin-deficiency disease.

Abraham Jacobi--He instituted the study of pediatrics in this country.

Karl Landsteiner--He received the Nobel prize for classifying human blood into types.

VI. Business

Commerce--Aaron Lopez of Newport and Jacob Rivera
Trade into the West--John Simon, Gratz, Franks.

Unions--Sidney Hillman, David Dubinsky, Samuel Gompers the founder of the American Federation of Labor.

VII. Farming

David Lubin (1849-1919)--He was interested in world cooperation to improve agricultural products, and was the first American representative on the International Institute of Agriculture.

Jacob G. Lipman (died 1939)-- He was an expert in the study of the chemistry of soil and made Rutgers College a recognized center for agriculture.

VIII. Radio

David Sarnoff--He is President of the Radio Corporation of America.

Norman Corwin-- He is well known for his scripts.

Jack Benny--He is one of the top comedians on the air.

IX. Theatre

This subject has already been discussed under Lecture V, the Present Situation of the Jews.

X. Moving Pictures

Same as the Theatre.

XI. Music

Walter Damrosch, Serge Koussevitsky, Leonard Bernstein, Heifitz, Menuhin, Horowitz, Gershwin, Berlin, Jerome Kern, Sigmund Romberg.

XII. Literature

Edna Ferber, Louis Untermeyer, Walter Lippman, Joseph Pulitzer, Waldo Frank, Robert Nathan.

LECTURE VII

PRESENT SITUATION OF THE NEGROES IN AMERICA

I. General Information

A. Population--about 13 million--10% of total population

B. Geographical Distribution

In South--77% of all Negroes

In urban areas all through country--48.6%

In rural areas all through country--51.4%

(These figures are from The Negro in America,
Public Affairs Pamphlet, No. 95.)

C. Physical Facts

1. No difference in blood--This has been proved by scientists but during the war the Red Cross kept Negro blood separate. When denounced by many professional people they claimed that they were doing it because of sentiment and would continue to keep Negro blood separate.

2. Color of skin--The color of skin is caused by two chemicals in the skin pigment. Carotene gives a yellow tinge and melanin gives a brown tinge. Everyone has these in different degrees except an albino who has no color chemicals in his skin.

3. Common origin--Scientist agree that all the races were one originally otherwise they could not possibly have the same body structure, etc. They believe that man began somewhere in Asia and spread over the entire world gradually acquiring different characteristics according to where they settled.

II. Economic Situation

A. Employment

1. Discrimination--Negroes are largely farmers, especially in the South. The war caused many of them to move to defense areas. Here they were often given unskilled jobs even if they had skilled training. In many cases they were refused positions solely because of their color.

A. Segregation Since President's Roosevelt's Executive Order in 1941 which forbid discrimination in defense plants and federal agencies, the Negro has been skilled work if trained.

B. Discrimination Unfortunately many employers have found ways to circumvent this order. The Fair Employment Practices Commission are opening up new fields for the Negro.

2. Negro Manpower Commission--A Negro economist is the head and Negro field representatives work with the U.S. Employment Service and Social Security Board in handling all cases of discrimination, etc.

B. Housing

1. Restrictions--Negroes are kept out of good neighborhoods because of "gentlemen's agreements between home owners and real estate agents. Therefore they are forced to live in filthy crowded tenement areas.
2. Cost of living in Harlem areas--Negroes are forced to pay higher rents in Harlem and the cost of food is much higher than outside the immediate vicinity.

III. Education

- A. Segregation--In seventeen states and Washington, D.C. Negroes are segregated into separate schools. This is especially true in the South but also in the North there are many examples of such segregation.
- B. Status of Teachers--Teachers in Negro schools are not well trained and they are poorly paid. In 1935-36 a teacher in a Negro elementary school was paid \$510, while a teacher in a southern

white elementary school was paid \$833. The Negro schools have out-moded equipment and are closed during harvest time.

C. Financial Output--Negro versus White child

At the present time Louisiana spends \$65 for every white child each year and only \$15 for each Negro child. Florida spends \$56 for each white child and \$22 for each Negro, and Alabama spends \$53 for each white child and \$21 for each Negro child.

D. Amount of illiteracy

1. At the end of the Civil War there were 15 Negro colleges and only 10% of the Negroes in this country could read or write.

2. At the present time 90% of the Negroes can read or write and there are 109 Negro colleges with 45,000 students. 2,500 Negroes students are in other colleges. Over 200 Negroes have a PhD degree and there are over 600 Negro teachers in the Chicago Public Schools.

E. Discrimination in colleges--

1. In the South they are refused admittance entirely because of their color, even in

State Universities.

2. In the North some colleges like Harvard, Columbia, Chicago and others accept them on equal basis. Others will admit them but they are treated unfairly.

F. Results of the Army Intelligence Tests--The Army tests showed that the difference in scores was not because of race but because of the Negro's lack of income, education, cultural background, etc. Gifted children are found in all races.

IV. Social Situation

A. In South

1. The Jim Crow laws vary from one city to the next. Negroes must use separate busses, or a section of a bus, separate waiting rooms in stations, separate coaches on trains and separate boxes to step on when getting on and off the train as well as separate exits and entrances. They are not allowed in certain parks, playgrounds, libraries, hotels, restaurants, amusement places, and cemeteries. Only a few hospitals admit them and they are segregated into a special ward. It is no wonder that their disease and death rates are so high.

Mixed marriages are prohibited in all the southern states and all but five of the states west of the Mississippi. Negroes are listed separately in telephone books. They have separate cemeteries, prisons, and in some states have to use separate Bibles in courts. They have their own schools and churches. A Negro is never called Mr., Mrs., or Miss and he must never contradict a white person.

2. Attempts to settle differences--Since these Jim Crow laws are driving the Negroes to the North the South is becoming concerned mainly because of the lost man-power. The Commission of Interracial Cooperation in the South has both white and Negro leaders who have been trying to break down the barriers and improve understanding between themselves. The numbers are small but they are slowly gaining in influence.

B. In North

1. Jim Crow practices exist in the north but to a smaller extent. In some places Negroes are segregated in schools, not allowed to go into certain parks, restaurants, hotels, or neighborhoods. The Northern seems to

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go into certain parks, restaurants, hotels,

or neighborhoods. The Northerners seem to

be willing to give the Negro equal rights as a citizen on the whole but he continues to discriminate against him in his personal life.

Recently at Mount Holyoke a Negro girl was chosen for one of the three highest for May Queen. The college received many letters of protest. Another example of discrimination in colleges was written up in Life magazine. In the University of Vermont a Society pledged a Negro girl. As the result the chapter was suspended by the National Chapter.

2. Counter-acting groups are working constantly to help the Negro attain equal status. The most outstanding ones are Julius Rosenwald Fund, the National Association for the Advancement of Colored People, and the National Urban League. A more complete list is given at the end of this section.

C. In the Armed Forces

1. In the Army Negroes were in separate camps and had white officers as a rule. Outside the camps they were refused admittance to restaurants, hotels, amusement places, etc. This caused many riots in the South.

At first they were not allowed in the Air Force. In January, 1941, Yancey Williams, a Negro, who had finished two years of college and had graduated from two aeronautic courses filed suit stating there should be no race discrimination. As a result the 99th Pursuit Squadron was

started at Tuskegee Institute. The Negroes had excellent war records and they were welcomed by the English and French, even to their homes.

There were only 10% Negroes in the Wacs according to the quota set. The Army refused to accept Negro nurses.

2. In the Navy Negroes were only mess boys at first. On April 3, 1942 Dorie Miller, a Negro mess boy, was cited for bravery during the attack on Pearl Harbor. On April 9, 1942 the Navy accepted Negroes on ships around Navy yards, construction crews etc. Later on there was a destroyer with Negro crew. In June, 1942 two Negroes were appointed to Annapolis breaking all former traditions.

LAWS FOR DEMOCRACY

13th Amendment Section 1 Abolition of Slavery

Neither slavery nor involuntary servitude, except as a punishment for crime, whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. (Adopted in 1865)

14th Amendment Section 1 Civil Rights

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws. (Adopted in 1868)

15th Amendment Section 1 Right of Negro to Vote

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude. (Adopted in 1870)

Laws in Massachusetts for better democratic living

1920--Applications for positions in Public Service or Street Railway Companies, which are publicly controlled or partially controlled, are to be accepted without any discrimination as to color or race of the applicant.

1933--No advertising is permitted which discriminates against a person because of race, color, creed, or nationality in public places such as theatres, restaurants, etc.

1934--Anyone who keeps a person from attending a public place, public meeting, or public conveyance because of race, color, or creed is subject to a fine or imprisonment.

1941--Public works departments and public welfare services were forbidden to reject applicants because of their race, color, creed, or nationality.

1943--A person is subject to libel if publishes anything against another person because of race, color, creed, or nationality.

1946--Fair Employment Practice Commission--It is unlawful to ask any questions before employment as to applicant's race, color, creed, national origin, or ancestry. No pictures can be sent by employment agencies. The ones who are exempt from this law are those who employ less than six people; clubs exclusively social or fraternal; charitable, educational or religious associations which are not organized for private profit; and domestic servants.

LECTURE VIII

CONTRIBUTIONS MADE BY NEGROES TO AMERICAN CULTURE

I. LiteratureLangston HughesRichard WrightW.E.B. DuBoisPaul Lawrence DunbarJessie Fauset

Read short excerpts from the writings of these authors and also a short bibliography . Read from 13 Against the Odds, by Edwin R. Embree.

II. EducationMary McLeod Bethune--founded Bethune-Cookman CollegeBooker T. Washington--founded Tuskegee Institute in 1881--author of autobiography, Up From Slavery.Charles S. Johnson--head of Social Science Institute at Fisk University.Mordecai Johnson--President of Howard UniversityIII. ScienceGeorge Washington Carver--"agricultural chemist"Dr. Ernest Just--biologistIV. MedicineDr. Daniel Williams--made the first successful operation on the human heart.

V. Labor

A. Philip Randolph--organized the Brotherhood of
Sleeping Car Porters.

VI. Entertainment

Marian Anderson

Dorothy Maynor

Paul Robeson--he was one of the ten highest paid
concert artists in 1941.

VII. Music

William Grant Still--composer

Henry Burleigh--composer of sacred music

Duke Ellington and many other band leaders

VIII. Architecture

Paul Williams of California

IX. Athletics

Joe Louis

Jesse Owens

Levi Jackson--Yale football star, 1946

Negroes are not permitted in Major League baseball

X. Social

MOTHER OF 1946--Mrs. Clement, a Negro and the grand-
daughter of a slave.

(Note. Because of racial discriminations, the Negro has had
very little chance to advance. It would be well to have read
good alive stories about these people mentioned and any others.

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LECTURE IX

METHODS OF INTER-CULTURAL EDUCATION USED IN SEVERAL SCHOOLS

I. Springfield Public Schools--The Springfield PlanA. Basic Beliefs1. Religious Democracy

A person is free to have his own beliefs as long as no one is harmed by them.

2. Political Democracy

Everyone has the right to vote no matter what his color, creed or nationality is.

3. Economic Democracy

People have the right to work and to organize but it must be for the best interest of the community.

4. Social Democracy

No discrimination should be permitted or tolerated at any time because of another person's color, creed, or nationality.

B. Objectives

1. Study and understanding of the background and contributions of all groups.

2. Study of the weaknesses of democracy.

3. Minimize the emotional affect of propaganda.

4. Need for re-educating the parents because they set the example for their children and need to

have better inter-group understanding and cooperation.

5. Individual development is the most important part of living together.

6. Lead children towards thinking in national and inter-national terms.

C. Status of Teachers

Teachers of all creeds and races are now in every grade. All have a basic single salary which is the same for every grade and for both sexes.

They are selected on merit alone and a person who uses pull is automatically disqualified. Members of the families of the Board of Education, city administration, etc. are not eligible.

The teachers have an exchange system all over the country and Hawaii usually for a year at a time. They attend workshops in the summer at Harvard, Columbia or other places. They work very closely with the homes and before a teacher can teach this new way she must really "feel" it within herself.

D. Projects

The children study heroes of all races, creeds, and nationalities. They make a scrapbook about the background, contributions, etc. of one particular group in whom they are particularly interested.

They wrote a group book on folk music and another

have better inter-group understanding and cooperation.

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group in whom they are particularly interested.

They wrote a group book on folk music and another

book of stories written in all the different languages spoken by the children.

They also wrote up the biographies of their relatives. They studied the different religions and visited different churches. They were especially interested in the similarities they noticed. They also were taught how to read the daily newspaper and to see how public opinion is influenced by propaganda.

E. Guidance

There is a placement office and counsellor in every school. No questions are asked about the student's race, creed, or nationality.

F. Results

This is a fairly new movement and needs time to grow and profit by its mistakes. It definitely is a step in the right direction and the children and the adults of the community have shown a greater interest in better inter-group understanding and cooperation. Employers are taking students without asking information as to their race, creed, or nationality but this step was slow in attaining. This was all before the Fair Employment Practices Commission policies went into effect in Massachusetts.

II. Downtown Community School--233 E. 11th. Street, New York
(From personal observations in November, 1946)

A. Objectives

1. School started by a group of mothers who wanted a school where their children would learn how to live in a democracy and be useful citizens.
2. Children and staff to be mixed from all races and economic classes. Attempt to keep quota on basis of community population. According to By-laws, 40% are to be on reduced tuition.
3. Adult Education program considered very important as directly affecting the children.

B. Projects

In 1945-46 one parent was a paid member of the staff to organize the "Workshop for Democracy". Various committees were organized. One group made a large inter-cultural library, another studied the legislature in this field, another studied the curriculum on inter-cultural subjects in other schools. All these findings were pooled and discussed in parent's meetings. They wanted to have the best curriculum possible for their children.

They had a series of lectures by well-known

people such as Mrs. Eleanor Roosevelt, Margaret Mead, Mrs. Paul Robeson, etc, on various aspects of inter-cultural education. A tremendous amount of interest was stimulated and many excellent books, stories, plays etc were instigated in the school curriculum. In the older grades these things were brought in with all subjects. But in the Nursery School good picture books were used.

During the year 1946-47 the parents felt that it was most important to stress the similarities among all races and so they have arranged a series of lectures on Child Development by authorities in the field.

C. Results

By making the parents the main point of interest, the objectives of the school have been effective, in the field of inter-cultural education. The child should be the center of the school but in this particular field I feel that far more is accomplished by having the parent and the school working on the same philosophy.

III. Walden School--1 W. 88th Street, New York -from observation

A. Objectives

1. They believe that democratic living is best caught by example of others.

2. They do not want to know for their inter-cultural program as this is just part of their regular curriculum. No quotas are set.

B. Projects

This is one of the most progressive schools in this part of the country. On the Nursery school level children of all races are thrown together and these children play together naturally without prejudices. Naturally the parents who send their children to this school, knowing the democratic principles of the school, are ones who probably are broad-minded and democratic themselves. Often the children visit a grade corresponding to their own in a Harlem school and invite these Negro children to their school.

C. Results

These children from the Nursery school up become very democratic. By high school age they are definitely conscious of prejudice and when the group are going to a restaurant to eat they make sure in advance that the Negroes in their group will be admitted, etc.

IV. Ruggles Street Nursery School, Boston, Mass.

(This is the Demonstration school for the Nursery Training School of Boston where I am a student)

A. Objectives

1. The aim is to keep an even balance between white and Negro children.
2. Creating better understanding among the parents towards all groups is considered vitally important.
3. Children should have realistic stories and pictures about all groups.
4. Jewish holidays are celebrated along with the Christian ones as at Christmas.

B. Projects

Every year the Jewish Feast of Lights is combined with Christmas celebration and a Jewish mother leads it. There are teachers and children from all races and creeds. Mrs. Goodman's study, already mentioned, did a great deal to bring these parents together. She leads one parent's meeting a year on some phase of inter-cultural relations.

C. Results

These children are getting a good foundation for better democratic living by working together as a group. As seen by Mrs. Goodman's study they do have "incipient attitudes" gained from their parents on the most part. Therefore it is a challenge to break these down by exposing the child to all races and creeds and by re-educating parents.

LECTURE X

DISCUSSION OF WAYS TO IMPROVE INTER-CULTURAL RELATIONS

IN THE COMMUNITY AND IN THE HOME

I. CommunityA. Objectives

1. To work together economically, politically, and socially, on an equal basis.
2. To eliminate all discrimination.
3. To become world-minded.
4. To appreciate culture and religion of another group.
5. To respect the rights of others.
6. To develop a better understanding of the psychological reactions of the person or persons discriminated against.

B. Projects

1. Prohibit Jim Crowism by law everywhere.
2. Abolish poll taxes
3. Work for better housing, education, and recreation for the Negroes.
4. Gain support of the clergy of all denominations.
5. Read about the contributions of all groups to American life.

6. Advocate that police be trained to be impartial especially in areas of tension.
7. Sponser good movies from inter-cultural organizations.
8. Use radio for inter-cultural scripts, etc.
9. Encourage outside speakers from different groups.
10. Discover common bond in music, art, etc.
11. Visit other religious services.
12. Instigate community festivals on an inter-cultural basis.
13. Do everything possible to gain better inter-group understanding and cooperation.
14. Read books suggested in the outline.

II. Home

1. Objectives

1. All those already listed under Community.
2. Through reading good books to children show that children are basically the same everywhere.
3. To develop a pride in one's heritage.
4. To realize the influence of parental attitudes on the attitudes of children.

2. Projects

1. Have a good library of books, pictures, etc. of children of other groups being sure that

the text is realistic and that the pictures are true to life. Story books for older children can be brought down to the level of the nursery school child if the pictures are good. Pictures in Black Sambo crude and unreal.

2. Collect and tell stories of heroes of other groups. This could be done with the five year old children.

3. Tell stories and dramatize holiday celebrations of other groups as the Jewish Feast of Lights.

4. Use realistic dolls of other races and nationalities.

5. Use good short movie skits with older ones.

III. Suggested Reading with Children.

Association for Childhood Education. Told Under the Stars and Stripes, Macmillan, 1945.

This is a collection of stories about all groups.

Beim, Lorraine and Jerrold and Crichlow, Ernest. Two is a Team, Harcourt Brace, 1945. A Negro and a white boy learn the value of cooperation.

Credle, Ellis. The Flop-Eared Hound, Oxford, 1938. This is for older children but has excellent photographs of a Negro family.

(There are many more on the upper level but very few on the Nursery school level as yet. A good teacher can make up stories.

SOME ORGANIZATIONS WORKING FOR BETTER INTER-GROUP RELATIONS

American Council on Education, 744 Jackson Place, N.W. Washington D.C.

American Council on Race Relations, 32 W. Randolph Street, Chicago

American Jewish Congress, 1834 Broadway, New York 23, N.Y.

Anti-Defamation League of B'nai B'rith, 100 N. LaSalle Street Chicago

Bureau for Inter-cultural Education, 1697 Broadway, New York, N.Y.

Council Against Intolerance in America, 17 E. 42nd. Street, N.Y.

Department of Race Relations, Federal Council of Churches of

Christ in America, 297 Fourth Avenue, New York, N.Y.

Governor's Committee for Racial and Religious Understanding,

200 Newbury Street, Boston, Mass.

Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois

League for Fair Play, Inc., 11 West 42nd. Street, New York, N.Y.

National Association for Advancement of Colored People,

69 Fifth Avenue, New York, N.Y.

National Commission for the Defense of Democracy through Education

National Education Association, 1201 Sixteenth Street, N.W.

Washington, D.C.

National Conference of Christians and Jews, 73 Tremont Street,

Boston, Mass.--381 Fourth Avenue, New York, N.Y.

National Jewish Welfare Board, 145 E. 32nd. Street, New York, N.Y.

National Urban League, 1133 Broadway, New York, N.Y.

Public Affairs Committee, 30 Rockefeller Plaza, New York, N.Y.

Southern Regional Council, 63 Auburn Avenue, Atlanta, Georgia.

United States Office of Education, Washington 25, D.C.

Miscellaneous Groups

Institute for American Democracy--Dr. David Vaughan is head of the New England unit. They issue cards for taxis and street cars and blotters for distribution in schools with pictures of all races and creed and nationalities living together, etc.

Unions--National Maritime Union--They worked for and succeeding in getting mixed crews as on the Booker T. Washington with a Negro captain, Hugh Mulzac.

United Auto Workers--The chairman is a Negro, Walter Hardin. When the white workers struck because Negroes were promoted, the president of the union ordered them to return or else they would loose their union membership.

Frances Sweeney Committee, 755 Boylston Street, Boston, Mass

This committee is affiliated with Friends of Democracy New York. They form rumor clinics; attend all meetings of questionable groups, if possible; send literature to areas where it is needed; conduct research on publications both local and national; give radio talks and lectures; and cooperate with other inter-group organizations in writing reports on all groups under observation.

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